U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Scott Barton

Official School Name: The Preuss School UCSD

School Mailing Address:
9500 Gilman Drive
MC 0536
La Jolla, CA 92093-0536

County: San Diego State School Code Number*: 36-68338-3731189

Telephone: (858) 658-7404 Fax: (858) 658-0988

Web site/URL: preuss.ucsd.edu E-mail: sbarton@ucsd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. N/A N/A

District Name: N/A Tel: (000) 000-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Sandra Daley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

0	Elementary schools (includes K-8)
0	Middle/Junior high schools
1	High schools
	K-12 schools
1	**TOTAL**

2. District Per Pupil Expenditure: 9150

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**	90	84	174
K			0	**7**	53	62	115
1			0	**8**	61	54	115
2			0	**9**	51	61	112
3			0	**10**	45	57	102
4			0	**11**	43	58	101
5			0	**12**	47	53	100
		TOTAL STUDENTS IN THE APPLYING SCHOOL					819

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
20	% Asian
12	% Black or African American
64	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
4	% White
____	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	819
(5)	Total transferred students in row (3) divided by total students in row (4).	0.006
(6)	Amount in row (5) multiplied by 100.	0.611

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 44

Number of languages represented: 3

Specify languages:

Spanish, Farsi, Vietnamese

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 819

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	3	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	35	9
Special resource teachers/specialists	0	1
Paraprofessionals	0	1
Support staff	20	1
Total number	57	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **21 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	98%	96%
Daily teacher attendance	97%	97%	97%	98%	97%
Teacher turnover rate	11%	12%	11%	11%	11%
Student dropout rate	0%	1%	0%	0%	0%

Please provide all explanations below.

Teacher Turnover Rate

Our teacher turnover rate is high because Student Teacher Interns are counted in this rate. We employ Student Teacher Interns as part of our relationship with the Educational Studies Program at UC San Diego. These teachers teach at The Preuss School for one year and then leave to seek employment outside of our school. We count these teachers in our turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	96	
Enrolled in a 4-year college or university	85	%
Enrolled in a community college	11	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	2	%
Total	**100**	%

PART III - SUMMARY

***College me cadena eu!* --Tygrynia**
***Yo voy a ir ala Universidad!* --Spanish**
***Tôi sá»… Ä'i há»™c ai há»™c o!* -- Vietnamese**
***College mehedachinen!*--Amharic**

No matter what the home language, students of The Preuss School UCSD, grades 6-12, exclaim with pride and determination, "I am going to college!" This belief has become reality since 2004 when the first Preuss graduating class were admitted to the University of California, Harvard, MIT, and other prestigious universities. The Preuss School has a tradition of more than 90% of our students being accepted into four-year colleges and more than 85% of our graduates enroll in a four-year college or university.

Mission
The Preuss School UCSD is an independent charter school, and we are our own Local Education Agency (LEA). We are authorized by San Diego Unified School District and governed by The University of California. Our expenditure per pupil is more than most public schools in California because we have a longer school year (198 days as compared to 180 days for most schools) and we provide bus transportation for 95% of our students. Both of these costs increase our per pupil expenditures to the level indicated earlier in this report.

The mission of The Preuss School, located on the UCSD campus, is to ensure that our students who are from low income families and who are traditionally under-represented in most colleges, will be admitted to a university as the first generation in their families to attend college. To achieve this, we apply research-based best practices to provide an intensive college-preparatory curriculum. Chartered as a model to foster excellence, The Preuss School also is committed to its mission to contribute to the educational community's knowledge of how best to close the achievement gap among disadvantaged students.

The story of Preuss begins as soon as our new sixth graders scamper off the buses and into classes that offer a rigorous curriculum taught by teachers who provide strong academic and personal student support. Additionally, students are supported by the expertise of community stakeholders, including UCSD student tutors in classrooms, active or retired professionals who are mentors, community business leaders, or UC professors. And always, our parents provide a rich foundation of support to their children and to everyone at Preuss involved in their children's education: administrators, counselors, teachers, and support staff.

Traditions and Milestones
The foundation to the success of Preuss is our climate of high expectations and a strong academic culture. We have worked to fortify this by:

- Emphasizing student understanding and literacy through both a traditional liberal arts curriculum and sequenced science and math curricula for every student;
- Providing personalized instruction, including offering an Advisory course so students remain with the same teacher all seven years, 6^{th} – 12^{th} grades;
- Focusing on teaching and learning by employing research-based and classroom-proven teaching strategies;
- Using analysis of student work and refining teaching practices through weekly staff development and team meetings by department or by grade-level;
- Sharing university resources to enhance teaching and learning, such as allowing students access to the university library resources and science labs; and

- Exhibiting student work in exhibitions and competitions: FIRST Robotics, Science Fair, Senior and Spring Showcases, literary and fine arts competitions

In 2005 Preuss was fully accredited through the Western Association of Schools and Colleges (WASC). In 2006 Preuss was honored as a California Distinguished School Preuss has been recognized for its excellence in numerous other awards, including being among the top ten schools (*Newsweek* 2007-2009*)* and for being the top charter school in California in achievement.

Preuss has built a web of interdependence and accountability among stakeholders. Parent classes are taught to help them support their student academically and personally as their child's needs change. College tutors are role models. Mentors are guides and confidants. Donors are "angels" who believe in our students. Everyone plays a unique role in ensuring our students' success. Equally important is our University Prep advisory program for all students, grades 6-12, an adjunct to our Guidance Department, in which students learn the "hidden curriculum" that many low income students are not privy to such as getting specific information on applying to college, negotiating the maze of financial resources, seeking scholarships, learning good decision-making skills, and building character through honoring and integrating into "mainstream America" the values of the diverse cultures and ethnicities our students bring.

The Preuss School UCSD is a unique "blue ribbon" model of what can occur when great expectations and a supportive community, including the university, forge a partnership through the commitment of distinguished faculty and staff working to nurture the energy, enthusiasm, and dreams of the students we serve in preparation for their college readiness.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

All our students are socio-economically disadvantaged. Consequently, the School Scores and those of the socio-economically disadvantaged subgroup are identical. Secondly, most of our students, approximately, 76%, are from some minority. As a consequence some subgroup must perform worse than the entire school and some subgroup better. Nevertheless, the data show consistent patterns for some minorities. Students reaching the proficient or advanced categories are defined as meeting California standards.

Indicators of Academic Success - Assessment - Reading (English Language Arts)

The test data reflects that more than 72% of all of our students are Proficient or Advanced in Reading (English Language Arts). In the 6th grade for example, the average percent of students proficient or advanced from 2003 through 2009 is 76.8%, and the average percent of our largest subgroup is 72.8%, only 4% less than our overall average. In all grades except grade 7, the average percent of students proficient or advanced is more than 76.8%.

A review of the Reading (English Language Arts) scores indicates that there doesn't seem to be any significant differences from year to year or across subgroups.

Indicators of Academic Success – Assessment Results – Mathematics

The scores for 10th and 11th grade are from the California High School Exit Exam (CAHSEE). These are the scores that the CDE used to recommend schools for the Blue Ribbon Program. For three of the years, 100% of our students passed this test on their first try. In the two other years, 99% of our students passed on the first try.

The 6th and 7th grade scores trend less over time than the 8 – 9 grade results. In grades 6 and 7 there is a mild upward trend in the percent of students that meet standards from 2004-05 (80% and 56%, respectively, meet standards) to 2008-09 (87% and 66%, respectively, meet standards). In grade 8, there is a much stronger upward trend in the percent of students that meet standards from 2004-05 (38% meet standards) to 2008-09 (71% meet standards). *This upward trend, which gets stronger with longer attendance at The Preuss School UCSD, suggests that our mathematics program adds value to the students' learning.*

African American students, a minority that has historically encountered difficulties with mathematics, demonstrate little or no relative weakness at Preuss. The 6th grade scores are statistically no different for the African American subgroup than the School Scores and the 11th grade scores are the same for the African American subgroup as the School Scores. *This trend again suggests that our mathematics program adds value to the students' learning and provides differentiation in teaching.* The Hispanic and Latino subgroup displays material weakness relative to the School Scores. There is no statistical difference between these groups in 6th grade.

site: STAR test results - http://star.cde.ca.gov/star2009/SearchPanel.asp.

2. **Using Assessment Results:**

Data from several assessment measures are used in deciding how to improve student achievement without tracking students to:

1**. Determine student placement in courses**. EXAMPLES: A. Based on teacher recommendation, report card grades, and students' designation of "Advanced," "Proficient," "Basic," or "Below Basic" on the California Standardized Testing and Reporting Program (STAR) with a major component being the California Standards Test (CST) that measures students' progress toward achieving California's state-adopted academic content standards describing what students should know and be able to do in each grade and subject area, students may be enrolled in the Writers and Readers Workshop or the CAHSEE Mathematics Support class. B. The math department administers a university placement test, such as The UCSD Algebra and Geometry Readiness Tests, to gain additional information to recommend student placement in the appropriate math class.

2. **Provide student support programs and interventions.** EXAMPLES: A. The Saturday Enrichment Academy (SEA) and after-school tutoring provide individualized student academic support. B. The APEX Learning Digital Curriculum allows students to recover credits to get back on track for graduation.

3. **Give feedback to students themselves** to know their strengths, weaknesses, and challenges in subject area skills and knowledge. EXAMPLE: Individualized learning goals are set up between the students' University Prep/Advisory teachers and the learners themselves to support work in core classes they may be struggling with.

4. **Inform faculty of the students' levels of academic performance** in specific subject areas, allowing teachers to better provide differentiated instruction for students. EXAMPLE: Faculty meet as a professional development group to review standardized test data and the Annual Yearly Progress (AYP). Individual subject areas examine data informing them of teaching and learning issues that need more focus for students.

6. **Share with all other Preuss stakeholders**, including UCSD, Preuss parents, donors, and community, the information about students' growth in academic achievement. EXAMPLE: The monthly newsletter is sent to all parents and identified stakeholders.

7. **Align actual student performance with areas of focus for our professional development** program, with an emphasis of examination of student work. EXAMPLE: We read and apply the latest research and best practices from ASCD publications and subject area journals.

3. **Communicating Assessment Results:**

Assessment results are communicated to various audiences through several means:

1. Parents are informed regularly through 1. State-reported individual student results via letter home; 2. Report cards; 3. Progress reports; 4. Student Roundtables called by teachers', counselors', and parents' mutual agreement; 5. Parent-Teacher communication (phone calls, email); and 6. Regular reports of the Parent Council, including the monthly newsletter, and the parent representative reports from the School Advisory Council.
2. Stakeholder groups, in addition to parents and students, such as mentors, donors, UCSD, San Diego City Schools, and community groups in business and research have access to assessment data through The Preuss School website which links to the School Accountability Report Card (SARC). Additionally, the California Department of Education (CDE) provides standardized test data to the public.
3. UCSD's Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE) works in partnership with The Preuss School, tracking student performance of each graduating class, as well as the comparison data of Preuss students with that of students who applied but who were not selected in the admissions lottery process. CREATE reports this data to the university, San Diego City Schools, and makes it available to all other interested organizations

In forums such as the Parent Council meetings, results of test data are shared and explained both in English and Spanish. The monthly newsletter also gives results and the meaning of particular assessments. Test data is made available electronically, in print, and in person to all interested audiences.

4. **Sharing Success:**

Being honored with Blue Ribbon School status means we will not only continue, but deepen and broaden sharing with other schools and the education community exactly what is working for The Preuss School UCSD. Sharing students' successes academically, athletically, and personally occurs and will continue through:

1. Faculty presentations at local, state, and national conferences on a variety of Preuss pedagogical successes in all subject areas.
2. Updating The Preuss School website so that anyone can access information about our school's success.
3. Public participation on Senior Exhibition panels, an effective way to see what is expected of our students and what they actually are capable of doing.
4. Public attendance at our Spring Showcase and the 8th Grade End-of-Year Exhibition, grades 6-11, which consist of student presentations, displays, and explanations of their academic studies in a variety of subject areas.
5. Invitations to judge or simply view Science Fair projects, robotics competitions, athletic events, and special performances of the fine arts classes in the community.
6. Written information available through newsletters, press releases, media interviews, such as those we have participated in to the local media, to PBS, and to radio talk shows.
7. Visits from education leaders across the country interested in The Preuss School as a successful college prep charter school. Visitors receive written materials and a tour. They may conduct interviews with faculty, staff, Preuss Board members, and others. They also may observe classrooms and actually talk to students.
8. Tapping the resources of electronic communication: Twitter, blogs, and other electronic media to ensure a national and worldwide presence of The Preuss School's successes as models of how best to ensure the achievement of the urban, economically disadvantaged, and racially and ethnically diverse students we serve.

Blue Ribbon School status is an honor that will be deeply embedded in our identity as The Preuss School and in motivating everyone to always strive for the best for our students.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Preuss School provides a challenging core curriculum through our course offerings, the variety of ways we deliver instruction, and through engaging students in content that are aligned with the California Standards.

ENGLISH LANGUAGE ARTS (ELA): The emphasis in English Language Arts, grades 6-12, is on readings from a multicultural canon, broadening students' repertoire with texts from classics to contemporary male and female writers. Writing in a variety of discourse modes is required and are aligned to the California Standards in English Language Arts for grades 6-12, including: argumentative/persuasive, evaluative, literary/analytical, narrative, and imaginative writing. Grammatical conventions and mastering Standard English are at the foundation of all students' work in English, particularly in final draft writing.

The sequence of courses in English begins with Language Arts in sixth grade, including a separate Literacy Enrichment class. Students then enroll in Advanced English, grades 7-10. The AP English program begins in eleventh grade with AP English Language, then AP English Literature in twelfth grade, culminating in the national AP Exam each year.

Instruction is delivered in a variety of modes: Read- and think-alouds, guided reading and discussion, facilitated by teachers or student teams. Media presentations, such as student video or PowerPoint, may demonstrate their understanding. Other types of engagement that aligns concept and content understanding with California ELA Standards include internet research and web quests; field trips; speakers, such as living authors; homework for projects, research, or reports; preparation and demonstration for oral presentations. Students also write for audiences beyond the teacher and classroom through competing in writing contests or submitting their work to various publications. In October 2009, The Preuss School English department opened its gallery, "The Preuss School Writers" (http://galleryofwriting.org/galleries/50771) in the National Gallery of Writing, which now features numerous original pieces by students and even teachers!

MATHEMATICS: Students are placed in math courses according to their mastery level based on a diagnostic test at the end of each year to determine the next year's course, as well as having passed their current course. Therefore, most math courses enroll students from different grade levels but a primary grade level is assigned to each course. Math courses begin with Advanced Math in grade 6; Honors Pre-Algebra, grade 7; Honors Algebra, grade 8; Honors Geometry, grade 9; Honors Intermediate Algebra, grade 10; Honors Pre-Calculus, grade 11; Calculus, grade 12; AP Statistics, grades 11-12.

Instruction is delivered through direct teaching, student collaboration in problem-solving, and application to contextual problems. Depending on the course, students take the appropriate AP Exam Mathematics strands are aligned with the state standards in mathematics and include number sense and operations, functions and algebra, measurement and geometry, data analysis, statistics and probability, problem solving, mathematical reasoning and communication. Students also use computer software to explore algebraic, geometric, and trigonometric functions. Students learn how algebra and other mathematics are useful in careers. Teachers balance the breadth and depth of the mathematical strands to ensure students' comprehensive understanding and real-world application.

SCIENCE: The full range of topics is covered in science courses grades 6-12, beginning with an emphasis on earth science, physical science, and space science; then exploring life science; and moving on to a full year physical science course in 8th grade. Advanced Biology, grades 9 and grade 11, explores the nature and interaction of living things and the impact of human society and technology on the environment; Advanced

Chemistry 10 explores how chemists solve problems, how chemical aspects in the environment interact, and how chemistry can benefit students' daily lives; AP Biology 12 is designed as the equivalent of a first-year introductory level course in biology, including preparation for the AP Biology exam. All students in grades 7-11 are required to complete and enter a project for the science fair.

Instruction is delivered through an emphasis on teaching students the scientific method, student participation in experimental lab activities with clearly defined goals and safety procedures; teacher demonstrations, text readings, class presentations, and homework are used to introduce and reinforce concepts.

SOCIAL STUDIES: Moving from grades 6-12, students take social studies courses including middle school geography, world, and U.S. history through high school European history, then U.S. history, government and politics. The course sequence emphasizes: 1. Ancient world history; 2. The years 500 A.D.-1789; 3. U.S. history from the framing of the Constitution to the end of Reconstruction; 4. Late 18th century to the present; 5. European history from 1450 to the present; 6. U.S. history from its beginnings to the 21st Century; and 7. U.S. government and politics through analytical and theoretical perspectives and explanations, including a concentrated economics curriculum.

Instruction is delivered to allow students to research issues, attitudes, points of view, and motives of the various periods in history; essay writing, interpreting data, reading and interpreting a variety of documents.

WORLD LANGUAGE: All students, both native and non-native speakers, are required to take Spanish in grades 7, 8, and 9. AP Spanish Language is offered, grades 9-12, followed by AP Spanish Literature, grades 10-12. Latin American History and Culture for juniors and seniors extends students' expertise in Spanish language and Latin American history and culture. Two years of Japanese are an alternative at grades 10-12.

Instruction is delivered in a variety of modes by providing students' with aural/oral, written, and experiential opportunities in learning world languages.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

The Preuss School English program is designed to provide all students with the ability to use language effectively in reading, writing, and speaking so that they may reach their full potential as lifelong learners and contributing citizens. As students progress from sixth through twelfth grade, they are supported in improving their ability to read critically, thoughtfully, and perceptively; to listen carefully; to analyze critically; and to express their ideas logically, clearly, and precisely both in writing and speaking.

Students apply a variety of theoretical and critical approaches to literature (e.g., reading to learn, reading for pleasure, etc.) in both nonfiction, particularly informational text, and fiction in all genres that represent a broad canon of works, including classical British (e.g., Shakespeare, Dickens) and American texts (e.g., Poe, Steinbeck) to contemporary multicultural literature (e.g., Toni Morrison, Sherman Alexi, Tim O'Brien).

Students' abilities to write in a variety of discourse modes such as well-developed expository, persuasive, interpretive, and critical essays is emphasized and integrated into students' reading and literature study. Direct instruction in grammar, grade-level appropriate rhetorical strategies, patterns of organization, and related writing skills are taught at all grade levels.

Assessment is both formative and summative, with students demonstrating knowledge and advanced proficiency through a variety of assessment formats: essays, projects, teacher-created tests, oral presentations, media integration, and research. Rubrics, scoring guides, and expectations for each assignment are given to students in advance of due dates, to ensure students know what standards they are expected to meet.

Students who read below grade level have several avenues of support and intervention:

1. In grade 6, all students take an additional English course, Literacy Enrichment, which gives them a two-hour block of language arts and reading enrichment. Students enhance their ELA skills by reading books in different genres, using word relationships to determine meaning and context clues; responding to genres of literature using 6th-grade appropriate interpretive, critical, and evaluative processes; reading informational material and writing to support their opinions and extend ideas; producing oral and written work to communicate effectively; demonstrating and applying the rules of standard English. Seventh and eighth grade students also have a Literacy Enrichment elective, and ninth and tenth graders are enrolled in Writers and Readers Workshop for intensive attention to literacy improvement.
2. UCSD students work directly in English classrooms as tutors so they are able to work with individuals and small groups of students who are struggling readers.
3. The California High School Exit Exam (CAHSEE) is a graduation requirement. A targeted curriculum in tenth grade is designed to increase the likelihood that 10th graders who read below grade level will pass the English portion of the CAHSEE on their first try. Those who do not pass, including 11th and12th graders who need to retake the exam are supported through 1. After-school tutoring; 2. An individualized plan that targets the language arts skills the student needs to remediate; 3. Using state-approved materials for further practice;
4. 4. Holding conferences with the student's core teachers, counselor, and parents to communicate the steps being so the student meets the CAHSEE requirement.
5. All Preuss English teachers hold a state-authorized Cross-cultural, Language, and Academic Development (CLAD) certificate to ensure that ELL students increase their level of comprehensibility of English in the content area of all their classes.
6. All students, whether struggling or advanced readers, grades 6-12, fulfill a minimum of 100 minutes per week of supplementary self-selected reading, with many options for sharing their reading.

3. **Additional Curriculum Area:**

Besides a curriculum of core courses in English, Mathematics, Social Studies, and Science, Preuss offers courses in Fine Arts (music, art, drama), Exercise and Health Science (understanding beyond traditional physical education), World Language (Spanish and Japanese), and electives such as ASB, Journalism, Yearbook, Athletics, and Technology and Engineering Electives.

The Preuss School Technology and Engineering courses focus on motivating students to progress to a higher level of technological knowledge, direct application of concepts, and actual production of models and projects. Pre-Engineering and Design, grades 9-12 is the first of five engineering courses that continue with Principles of Engineering, grades 10-12, all taught by instructors with engineering backgrounds. A sequence of Music Technology (Computer Science) courses and the Music Business class, grades 9-12, explore the integration and complexities of advanced technology with music, with specific production projects required. Students apply a variety of business, technical, and creative skills to produce, manufacture, and market product such as radio shows, animated short films, MP3s for promoting internet via Blogs, Podcasts, and so on through professional websites.

The technology and engineering courses broaden and deepen the essential skills and knowledge required of students to fulfill The Preuss School mission by incorporating a wide range of academic technology and workplace standards. Technology and Engineering studies promote science literacy and mathematical competency through California standards-based academically rigorous lessons and projects. Students have had the opportunity to apply knowledge and skills in local, state, and national robotics competitions with great success. Our well-designed technology courses have the academic rigor to satisfy graduation, university, and achievement objectives of our mission, while also exposing students to the applied sciences.

4. **Instructional Methods:**

At The Preuss School UCSD, teachers constantly monitor what students can demonstrate without assistance and what they can do with assistance. Through our University Prep (UP) advisory program, teachers get to know individual students well, responding based on a student's prior knowledge, special interests, learning style, academic strengths and weaknesses, and their family background. From this information the UP teacher is able to work with the student's core teachers and provide insight into how best to respond to the student's needs academically and personally.

In core and elective classes, students have flexible grouping, whether based on shared interest, topic, or ability. Students, too, often have choices in learning tasks, as in the way information is presented—orally, written, media project—and the configuration. A few examples are in students' research of ancient cultures in 6th grade Social Studies; Science Fair projects for grades 7-11; a program of fitness goals in Exercise and Health Science; or service learning projects, internships, and research topics in the 12th grade Elective Wheel course. The choice element is modified based on a student's interest, skill set for that subject area, and agreed-upon benchmarks and outcomes.

Differentiation in resources is a significant factor: high school students have access to supervised use of the UC campus library; suggestions from middle school students about books and media for our site library are acted upon; learning beyond the classroom walls by interactions with mentors and university personnel are additional resources students have to broaden their learning.

Teachers make adjustments in content, taking into account students' prior knowledge and scaffolding needed for them to meet the standard being taught, as in our music program with some very accomplished young performers who work alongside as models to students who are just beginning their music study. Adjustments in process occur when pacing, materials and resources available, and real-world deadlines affect the learning, as in engineering students' participation in robotics competitions. Product adjustments involve choice and allow for a variety of formats and venues for students to demonstrate mastery, ranging from students' journalistic pieces featured on PBS website to sculpture and painting featured in community displays.

At the heart of decisions about instruction is the Preuss teacher's commitment to continually reflect, assess, and monitor how well students are learning and achieving. Differentiation is not a lock-step process but a means to tap teachers' creativity, choice, knowledge, and professionalism, and most importantly to honor the teacher – student relationship, one learner and one teacher at a time.

5. **Professional Development:**

Teachers as practitioners, professionals as readers, and as active participants are at the foundation of our professional development mission based on research and application of best practices with the goal of improving teaching and learning for the disadvantaged urban middle and high school students we serve. Weekly staff development sessions occur every Friday morning for 100 minutes. Students begin school about ninety minutes later than the rest of the week (but with our longer school year students time in school still exceeds the state average) which allows faculty learning and collaboration time.

Our professional development program is developed around four major strands with specific objectives: 1. Instructional Improvement, including "Lesson Study" a classroom research study carried out by a collaborative teacher team which focuses on an agreed-upon topic, studies the research literature, designs, teaches, and models lesson that addresses the issue. A recent resource added for all faculty has been "PD in Focus" an ASCD online reference of print materials, videos, interviews, and other data in a variety of topics, with the most current research in best practices. We have used Marzano's 2. Curriculum Implementation, using *Understanding by Design* (Wiggins and McTighe, ASCD) as our framework for planning high-quality, standards-driven curriculum and instruction through units of study designed "backwards" with the goal of

every lesson directly supporting students in developing the knowledge and skills required for a particular standard. 3. Professional Organizations are an important link to our teachers' work on campus. Faculty attend AP workshops, discipline-focused conferences in core subject areas, special topics, such as applying brain research in the classroom, and presentations related to meeting the needs of our students, such as "How Poverty Affects Learning" or integrating writing across the curriculum from the California Writing Project. A related component involves teachers staying current in the literature of each discipline through professional journals, website, and appropriate blogs and other media, including books such as *Classroom Instruction That Works by* Marzano et al as the basis of thinking about how teachers teach. 4. School and Organizational Development is an ongoing to create clarity and commitment to goals at all levels and to participate in processes that provide feedback for renewal and continuing learning. Through a state Dissemination Grant, Preuss has shared best practices from our classroom research with the broader education community.

One of the most significant changes we have made to our Professional Development program in 200i is moving from an emphasis on whole-group learning to the Individual Professional Development Plan (IPDP) in which teachers work both individually and departmentally in reaching goals they select from the California Standards for the Teaching Profession. Through this work, teachers fulfill their professional development competencies for our faculty: 1. To maintain a knowledge base and pursue their own professionalism; 2. To organize and deliver instruction; 3. To manage instructional resources (time, materials, people, space); 4. To continuously assess and monitor learning; 5. To support organizational responsibilities (e.g., gathering data); and 6. To provide student guidance and referral. Teachers present their work to peers and maintain a performance evaluation portfolio.

All the elements of our professional development program link with improved student performance through examining student work and through pre-assessments, post-assessments, and results from state standards tests. One example of how Lesson Study has supported student learning is the math and science departments better align their curriculum with the result being increases in math and science proficiency on state standards tests. Our professional development work has kept our goal of improving student achievement at the forefront. Our Academic Performance Index (API), a measure of how well our students are doing has been rising each year. In the last five years, our API has been XXXX (2005); ???? (2006); ??? (2007); ??? (2008) and currently ??? (2009).

6. **School Leadership:**

At the foundation of the Preuss leadership structure is a philosophy of developing shared leadership among administrators, faculty, and staff and promoting stakeholder ownership by those who are supporters and "critical friends" of our charter school.

Our Principal/Director is both an instructional leader and executive manager. His direct line of support includes the Vice Principal whose key roles are overseeing instruction and student support services, and the Chief Administrative Officer whose key roles include overseeing the business, human resource, and building services areas. The Principal/Director also works closely with UCSD, particularly through consultation with the External Relations/Development Officer who coordinates fund-raising and the school's profile with the public and is an important liaison between the university and community on the school's behalf.

A committee structure in which teachers are classroom instructors as well as key members of their departments allows numerous groups to track student achievement. Department Chairs assume leadership through the Instructional Support Team (IST); Lead Teachers have key roles in the School Advisory Council (SAC), and on standing committees, such as Technology, Discipline, grade-level University Prep advisories, or the Education Committee, among others; and *ad hoc* committees are formed such as one designed to look at generating revenue where teachers can offer innovative ideas and work collaboratively with the Principal/Director and Development officer.

The Principal/Director reports to the Preuss Board, composed of university, community, and Preuss administrators, with monthly meetings open to the public. The relationship is collaborative on policies, procedures, and programs. The Principal/Director gives a monthly report, updating the Board about school successes and current challenges in student achievement. The Board is advisory and may make recommendations on specific issues, which ultimately depend on the UCSD Chancellor's approval.

A specific example of our school leadership's focus on student achievement is an ongoing review of the Charter's vision, mission, and goals, and the school's alignment to these ideas. This has resulted in new course offerings, such as, for example, the addition of engineering courses, re-sequencing the science course offerings, and fortifying Spanish with a Latin American History and Culture elective. Certainly this has an impact on how we use our financial and other resources, but student achievement is a priority for our Principal/Director who initiates an annual review of course offerings and requirements to ensure they best meet the needs of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: CAHSEE

Edition/Publication Year: N/A Publisher: CA Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	100	100	100	99
% Advanced	0	0	0	0	0
Number of students tested	110	110	110	111	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	99	100	100	100	99
% Advanced	0	0	0	0	0
Number of students tested	110	110	110	111	96
2. African American Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced					0
Number of students tested	12	14	14	14	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced	99	100	100	100	98
% Advanced					
Number of students tested	74	64	62	53	55
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced					
Number of students tested	14	19	26	30	21

Notes:

The CDE recommended high schools based upon math scores on the California High School Exit Exam (CAHSEE) given to students beginning in the 10th grade. As the results indicate, only two students (one in 2004-2005 and one in 2008-2009 did not pass the CAHSEE in 10th grade). This test is scored as pass or not passed.

Subject: Reading Grade: 10 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	73	89	78	69
% Advanced	54	30	48	39	26
Number of students tested	111	109	111	111	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	73	89	78	69
% Advanced	54	30	48	39	26
Number of students tested	111	109	111	111	96
2. African American Students					
% Proficient plus % Advanced	83	64	100	88	73
% Advanced	42	14	36	31	20
Number of students tested	12	14	14	16	15
3. Hispanic or Latino Students					
% Proficient plus % Advanced	89	73	87	75	62
% Advanced	52	27	48	30	23
Number of students tested	75	63	63	56	56
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	79	89	77	81
% Advanced	79	47	46	50	43
Number of students tested	14	19	26	30	21

Notes:

Subject: Mathematics Grade: 11 Test: STAR

Edition/Publication Year: N/A Publisher: CA Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

There are no scores in this table because more than 99% of our students passed the CAHSEE in the 10th grade. The two Preuss School students who did not pass the CAHSEE in the 10th grade (from 2004 - 2009) passed it before they graduated from high school.

Subject: Reading Grade: 11 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	80	80	83	81	69
% Advanced	35	42	43	46	34
Number of students tested	101	96	111	82	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	80	80	83	81	69
% Advanced	35	42	43	46	34
Number of students tested	101	96	111	82	92
2. African American Students					
% Proficient plus % Advanced	85		69	79	72
% Advanced	23		0	29	36
Number of students tested	13		13	14	11
3. Hispanic or Latino Students					
% Proficient plus % Advanced	75	76	86	77	66
% Advanced	30	31	0	42	30
Number of students tested	57	54	49	43	53
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	90	92	81	86	77
% Advanced	47	52	0	76	48
Number of students tested	19	25	27	21	21

Notes:

Subject: Mathematics Grade: 6 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	87	68	83	66	80
% Advanced	41	22	29	18	25
Number of students tested	110	105	110	114	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	87	68	83	66	80
% Advanced	41	22	29	18	25
Number of students tested	110	105	110	114	110
2. African American Students					
% Proficient plus % Advanced		59	100	46	77
% Advanced		24	9	23	8
Number of students tested		17	11	13	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	87	63	75	55	77
% Advanced	29	15	29	11	21
Number of students tested	74	65	73	65	75
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	86	87	95	92	100
% Advanced	43	47	48	23	64
Number of students tested	21	15	21	26	11

Notes:

Subject: Reading Grade: 6 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Educaiton (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	83	75	76	68	82
% Advanced	38	29	29	27	38
Number of students tested	110	105	110	114	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	75	76	68	82
% Advanced	38	29	29	27	38
Number of students tested	110	105	110	114	110
2. African American Students					
% Proficient plus % Advanced		82	82	62	100
% Advanced		29	18	15	38
Number of students tested		17	11	13	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	85	65	75	63	76
% Advanced	36	22	29	23	33
Number of students tested	74	65	73	65	75
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	76	100	81	92	91
% Advanced	38	47	38	23	27
Number of students tested	21	15	21	26	11

Notes:

Subject: Mathematics Grade: 7 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	69	83	67	87	56
% Advanced	19	23	19	24	15
Number of students tested	109	106	110	126	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	78	67	87	56
% Advanced	36	22	19	24	15
Number of students tested	14	23	110	126	130
2. African American Students					
% Proficient plus % Advanced	50		54	92	31
% Advanced	6		15	8	0
Number of students tested	16		13	13	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	64	75	60	85	56
% Advanced	16	12	13	17	11
Number of students tested	64	131	62	86	81
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced		91	85	100	72
% Advanced		24	35	67	22
Number of students tested		21	26	15	18

Notes:

Subject: Reading Grade: 7 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	78	90	76	85	68
% Advanced	27	43	28	37	16
Number of students tested	109	106	110	126	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	90	76	85	68
% Advanced	27	43	28	37	16
Number of students tested	109	106	110	126	130
2. African American Students					
% Proficient plus % Advanced	84		69	92	62
% Advanced	16		23	8	0
Number of students tested	19		13	13	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	70	88	76	83	62
% Advanced	26	38	24	30	14
Number of students tested	69	72	62	86	81
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced		95	81	100	89
% Advanced		57	31	80	17
Number of students tested		21	26	15	18

Notes:

Subject: Mathematics Grade: 8 Test: STAR

Edition/Publication Year: N/A Publisher: CA Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	37	52	46	38
% Advanced	28	9	11	8	5
Number of students tested	109	107	120	125	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	37	52	46	38
% Advanced	28	9	11	8	5
Number of students tested	109	107	103	125	121
2. African American Students					
% Proficient plus % Advanced		27	64	27	8
% Advanced		0	9	7	0
Number of students tested		11	11	15	22
3. Hispanic or Latino Students					
% Proficient plus % Advanced	62	24	40	46	31
% Advanced	26	5	4	8	0
Number of students tested	74	59	77	79	68
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	87	58	73	69	41
% Advanced	48	23	45	19	0
Number of students tested	23	26	11	16	22

Notes:

Subject: Reading Grade: 8 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	86	79	81	72	74
% Advanced	43	39	40	21	27
Number of students tested	110	107	120	127	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	79	81	72	74
% Advanced	43	39	40	21	27
Number of students tested	110	107	120	127	122
2. African American Students					
% Proficient plus % Advanced		77	92	67	60
% Advanced		23	33	20	20
Number of students tested		13	12	15	15
3. Hispanic or Latino Students					
% Proficient plus % Advanced	82	71	78	68	48
% Advanced	45	39	34	16	27
Number of students tested	74	59	82	79	73
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	91	92	94	88	72
% Advanced	43	42	75	35	20
Number of students tested	23	26	16	17	25

Notes:

Subject: Mathematics Grade: 9 Test: STAR

Edition/Publication Year: N/A Publisher: AA Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	37	39	30	28	32
% Advanced	9	14	6	5	4
Number of students tested	104	116	122	120	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	37	39	30	28	32
% Advanced	9	14	6	5	4
Number of students tested	104	116	122	120	122
2. African American Students					
% Proficient plus % Advanced	33	25	7	8	36
% Advanced	0	0	7	0	0
Number of students tested	12	12	14	13	14
3. Hispanic or Latino Students					
% Proficient plus % Advanced	25	32	26	22	25
% Advanced	3	8	5	0	0
Number of students tested	59	73	65	55	61
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	69	80	58	42	37
% Advanced	31	70	5	8	0
Number of students tested	13	10	19	24	19

Notes:

Subject: Reading Grade: 9 Test: STAR

Edition/Publication Year: N/A Publisher: California Dept. of Education (CDE)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	86	90	90	93	91
% Advanced	44	53	43	55	47
Number of students tested	106	120	123	121	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	90	90	93	91
% Advanced	44	53	43	55	47
Number of students tested	106	120	123	121	124
2. African American Students					
% Proficient plus % Advanced	86	100	93	88	100
% Advanced	43	54	40	38	44
Number of students tested	14	13	15	16	18
3. Hispanic or Latino Students					
% Proficient plus % Advanced	80	87	88	93	96
% Advanced	36	49	37	52	40
Number of students tested	59	82	73	69	67
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	100	100	96	97
% Advanced	54	93	52	61	57
Number of students tested	26	15	21	28	30

Notes: